

Lesson 6

Play It Again, Sam

Re-use

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Teaching Strategies

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Re-use

Teaching Strategies

Read-Aloud

The group work is effective for all levels of learners.

Whole Group Discussion

Many lead teachers have popsicle sticks with students names on them for “random” selection of students. Use the name sticks to draw names to answer whole group discussion questions. In this lesson, this strategy is to be used during closing exercises.

Small Group Discussion / Work

For below level learners and special ed, the teacher may consider grouping the students together. Read the instructions / rubric aloud and discuss. Help them put their thoughts on paper.

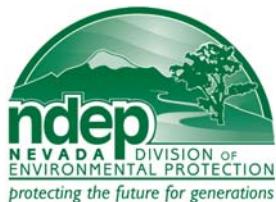
The discussion of individual questions/topics will allow all students to participate. It will also allow individual students to hear another classmate’s ideas in a more relaxed setting (they will not be afraid of sharing information).

Rubrics

The use of a detailed rubric will allow the students to understand exactly what they are being asked to do. In this lesson, there is a rubric for each page they are expected to do.

The rubric will allow the instructor to easily grade the student’s work. For more advanced classes, the instructor may want the students to grade their own work.

Tip: The student worksheet can be made as a transparency for group discussion.



Lesson Time:
60 minutes

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Re-use

How can I reuse a 20 oz. plastic soda bottle?

I cut off the bottom to make a paper clip holder.

There are many things we can re-use rather than throw away. This lesson will bring awareness to the issue of re-use.

Objective

Students will be introduced to the concept of material re-use.
Students will construct a product brochure to show mastery of the re-use concept.

Materials Needed

30	Workbooks (or handouts)
1	<u>The Dumpster Diver</u> by Janet S. Wong
1	White board
1	Set of dry erase markers
30	Pieces printer paper
30	Sets colored pencils / crayons

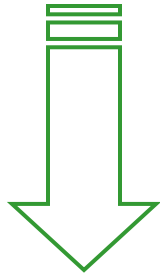
Anticipatory Set

Write the lesson objectives on the white board.
Discuss with the students what the objectives of the lessons are.

Objective: You will be introduced to the concept of material re-use.

Objective: You will construct a product brochure to show mastery of the re-use concept.

Distribute handouts (or workbooks).



Introduction:

“Today we are going to look at the topic of re-use. We will start by reading a picture book called The Dumpster Diver by Janet S. Wong.”

We are going to follow that with an exercise in which you are going to make a brochure for an item you will re-use.

Modeling / Guided Practice

1. Teacher Read-Aloud.
2. When the read-aloud is done have the students focus their attention to the handouts (workbook).
3. Discuss what the final product (brochure) should look like.
(show example listed in support documents)
4. Present and discuss the rubrics that will be used to assess the student's work.
5. Grade the example to show the students what to look for.
6. Pass out the printer paper and the colored pencils.

Modeling / Guided Practice

7. The students should select one of the 6 items listed in their worksheet for reuse.
8. Once the students have selected an item, have them write what the final (re-use) item will be on their worksheet.
9. Allow the students to work for the rest of the class period to complete the brochures.

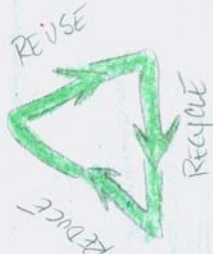

Remind the students to carefully read and follow the rubric.

Closure:

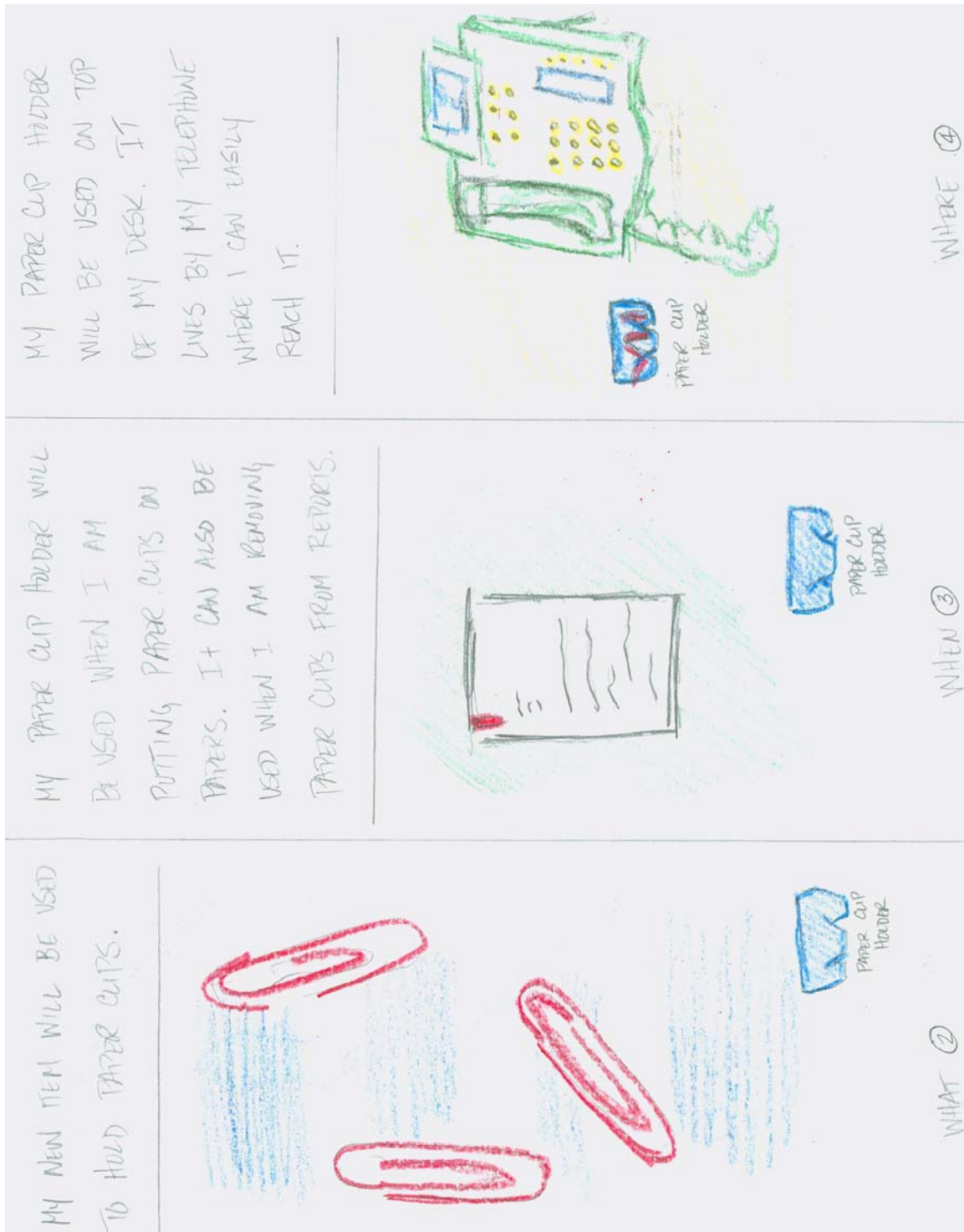
1. Select a few students to share their work. Focus on the positive aspects of the work.

Independent Practice

1. Not applicable for this lesson.

<p>MY PAPER CUP HOLDER HAS A LARGE OPENING ON TOP, THIS LARGE OPENING WILL ALLOW ME TO REACH IN TO GRAB LOOSE PAPER CUPS. IT IS ALSO EASY TO STORE MANY PAPER CUPS IN ONE PLACE AT ONE TIME</p>	 <p>HOW ⑤</p>
<p>MY PAPER CUP HOLDER IS IMPORTANT BECAUSE IT ALLOWS ME TO BE MORE EFFICIENT AND SAVE TIME. IT IS IMPORTANT BECAUSE THE PLASTIC DID NOT GO IN A LANDFILL. IT IS ALSO IMPORTANT BECAUSE IT LOOKS COOL AND MANY PEOPLE ASK ME ABOUT IT. MY PAPER CUP HOLDER IS A GOOD EXAMPLE OF REUSING MATERIALS.</p>	<p>AWAWARENESS</p>  <p>WITH 6</p>
<p>ORIGINAL ITEM: SODA BOTTLE</p> 	<p>NEW ITEM: PAPER CUP HOLDER</p>  <p>MR. KEITH ①</p>

“Back” of brochure page (pages 2, 3, and 4).



Objectives: You will create a brochure for an item you will reuse.
You will understand the importance of reusing materials.

List of items that may be used / reused in your brochure

Please select one of the following:

- Shoe Box
- Flower Pot
- Altoid Tin
- Eyeglass Lens
- Paper Towel Tube
- Newspaper

Write your selection in the space below.

Reuse / transform the item into something that will have a different use.

Write that new “final product” in the space below

Before you begin, take one sheet of printer paper and fold it into 3 equal sections with the left panel flap over / on top.

Write your name on the bottom of page 1. (cover)

Write “What” on the bottom of page 2. (left inside panel)

Write “When” on the bottom of page 3. (center inside panel)

Write “Where” on the bottom of page 4. (right inside panel)

Write “How” on the bottom of page 5. (flap panel)

Write “Why” on the bottom of page 6. (back center panel)

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Page 1. The original item to be transformed into the final product.

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3	Score Received
States item for reuse and final product	No mention of items		States one item	States original item and final product	
Proper use of spelling, grammar, and punctuation.	Contains more than 3 errors	Contains 2-3 errors	Contains 1 error	No errors	
Includes illustrations	No illustrations	Illustration for one item. No color.	Illustration for original item and final product. No color. OR Illustration for one item. Use of color	Illustration for original item and final product. Use of color	

Page 2. What will my final product be used for?

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3	Score Received
Describe <u>What</u> the final product is used for	Does not state what the product will be used for	Difficulty stating what the final product will be used for. Does not restate question in description.	Clearly states what the final product will be used for. Does not restate question in description. OR Difficulty stating what the final product will be used for. Restates question in description.	Clearly states what the final product will be used for. <u>Restates question in description.</u>	
Proper use of spelling, grammar, and punctuation.	Contains more than 3 errors	Contains 2-3 errors	Contains 1 error	No errors	
Includes illustrations	No illustrations.	Illustration that does not relate.	Illustration showing what the final product is used for. No use of color.	Illustration <u>showing what the final product is used for.</u> Use of color.	

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Page 3. When will my final product be used?

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3	Score Received
Describe <u>When</u> the final product can be used	Does not state when the product will be used.	Difficulty stating when the final product will be used. Does not restate question in description.	Clearly states when the final product will be used. Does not restate question in description. OR Difficulty stating when the final product will be used. Restates question in description.	Clearly states when the final product will be used. <u>Restates question in description.</u>	
Proper use of spelling, grammar, and punctuation.	Contains more than 3 errors	Contains 2-3 errors	Contains 1 error	No errors	
Includes illustrations	No illustrations.	Illustration that does not relate.	Illustration showing when the final product is used. No use of color.	Illustration <u>showing when the final product is used.</u> Use of color.	

Page 4 Where will my final product be used?

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3	Score Received
Describe <u>Where</u> the final product can be used	Does not state where the product will be used.	Difficulty stating where the final product will be used. Does not restate question in description.	Clearly states where the final product will be used. Does not restate question in description. OR Difficulty stating where the final product will be used. Restates question in description.	Clearly states where the final product will be used. Restates question in description.	
Proper use of spelling, grammar, and punctuation.	Contains more than 3 errors	Contains 2-3 errors	Contains 1 error	No errors	
Includes illustrations	No illustrations.	Illustration that does not relate.	Illustration showing where the final product is used. No use of color.	Illustration <u>showing where the final product is used.</u> Use of color.	

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Date: _____

Page 5 How will my final product be used?

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3	Score Received
Describe <u>How</u> the final product can be used	Does not state how the product will be used.	Difficulty stating how the final product will be used. Does not restate question in description.	Clearly states how the final product will be used. Does not restate question in description. OR Difficulty stating how the final product will be used. Restates question in description.	Clearly states how the final product will be used. <u>Restates question in description.</u>	
Proper use of spelling, grammar, and punctuation.	Contains more than 3 errors	Contains 2-3 errors	Contains 1 error	No errors	
Includes illustrations	No illustrations.	Illustration that does not relate.	Illustration showing how the final product is used. No use of color.	Illustration <u>showing how the final product is used.</u> Use of color.	

Page 6 Why my final product is useful?

	0	Needs Work 1	Approaching Expectations 2	Meets Expectations 3 3	Score Received
Describe <u>Why</u> the final product is important	Does not state why the product is important.	Difficulty stating why the final product is important. Does not restate question in description.	Clearly states why the final product is important. Does not restate question in description. OR Difficulty stating why the final product is important. Restates question in description.	Clearly states why the final product is important. <u>Restates question in description.</u>	
Proper use of spelling, grammar, and punctuation.	Contains more than 3 errors	Contains 2-3 errors	Contains 1 error	No errors	
Includes illustrations	No illustrations.	Illustration that does not relate.	Illustration showing why the final product is useful. No use of color.	Illustration <u>showing why the final product is useful.</u> Use of color.	

Re-Use Brochure Rubric Score Sheet

Page 1	Points earned:
Page 2	Points earned:
Page 3	Points earned:
Page 4	Points earned:
Page 5	Points earned:
Page 6	Points earned:

Total points earned:	Total possible: 54	Percent:
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